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ABSTRACT

The final report of the Responsive Care Program addresses itself to materials development. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires through provision of a rich environment and responsive instructional techniques. The Response Care Model was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when a child's basic physical needs are met in a rich environment to which the child has continued access and which provides possibilities for experiences that the child can assimilate and within which adults provide symbolic feedback directly and through modeling. Topics included in the final report are: publicizing the Responsive Care Program, training materials, program implementation materials, evaluation design and instrument selection, and field testing and staff training. Appendices include intentions and features of potential responsive care sites, a questionnaire for preschool programs interested in piloting the Responsive Care model, a memorandum of understanding (a cooperative agreement to implement pilot studies), and a materials packet used in training of directors. (Author/MS)

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RESPONSIVE CARE PROGRAM
Final Report
November 30, 1973

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RESPONSIVE CARE PROGRAM

Final Report

November 30, 1973

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MATERIALS DEVELOPMENT

In accordance with the scope of work proposed for the evaluation of the Responsive Care Program, this report will address itself to materials development. The report is organized around the following three categories of materials: Publicizing the Responsive Care Program; Training Materials; Program Implementation Materials.

Publicizing the Responsive Care Program

In the Fall, 1972 issue of the *CEMREL NEWSLETTER*, an article was published entitled "NPECE Developing 'Responsive Care' Preschool Program." The article described the basic components of the Responsive Care Model as well as the nature of the working relationship between CEMREL and Syracuse developers. In addition, the need for pilot test sites was announced and interested schools and/or center directors were invited to contact CEMREL for further information.

Subsequent to circulation of the aforementioned article, two public relations brochures were developed. The first brochure, entitled "The Responsive Care Approach to Preschool Education," follows a descriptive format similar to that presented in the initial *NEWSLETTER* article. Components of the Responsive Care Model, as well as the nature of the working relationship between CEMREL and Syracuse developers are discussed at a general level.

A second brochure, entitled "The Responsive Care Model: Assumptions, Objectives, and Criteria for Implementation," was developed to serve more specific informational needs on the part of school or day care administrators. The brochure is organized in a question and answer format and deals with the following aspects of the Responsive Care Program: assumptions, objectives, teaching methods, types of children, facilities requirements, teacher-child ratio, staff selection, administrative requirements, and cost factors related to implementation.

The brochures were distributed upon request to interested administrators and directors. In addition, they were mailed to a number of educational institutions on the basis of a general CEMREL mailing list.

In addition to the two public relations brochures, a slide show narrative on the Responsive Care Program was developed by Dr. Margaret Lay and her development staff at Syracuse. The slide-tape was developed for use with administrators and center directors who expressed an interest in the Responsive Care Program. Plans were also formulated for using the slide show as an orientation to training in the centers chosen as pilot sites.

Training Materials

Products relevant to the training of prospective administrators and staff in the implementation of a Responsive Care Program were developed and consist of the following types of materials: Administrator's Handbook; Guide for Trainer's of Responsive Care

Teachers; Responsive Care Teacher's Guide; and, Inservice Training Packets.

Administrator's Handbook

The *Administrator's Handbook* was developed to serve a two-fold purpose: (1) to aid administrators in setting up a preschool program based upon the Responsive Care Model, and (2) to provide administrators with guidelines and resource materials that would be useful in the operation of a Responsive Care Program. The materials contained in the handbook are related to several components that are deemed essential to maintenance of the Responsive Care Model. Specific materials contained in the handbook are discussed in detail in the following paragraphs.

Introduction and Overview. The introductory section of the handbook addresses itself to the basic theoretical influences and assumptions underlying the Responsive Care Model. The specific program objectives are then discussed as they relate to the theoretical framework.

Physical Setting. The section on physical setting deals with physical space, equipment, and materials requirements for implementation of the model. A significant portion of this section deals with ground rules for children's behavior in terms of both content and requirements for enforcement. In addition, an extensive list of required equipment and materials is presented along with relevant cost figures.

Role of the Teacher. The role of a teacher working in a Responsive Care setting encompasses five general types of responsbility. The responsibilities include the following:

1. A teacher is responsible for supervision of one or more of the basic program areas.
2. A teacher is responsible for enriching the experience of the children with whom she interacts through "*responsive instruction*."
3. A teacher is responsible for providing a variety of "*invitational activities*" for children throughout the program year.
4. A teacher is responsible for keeping "*anecdotal records*" on a small group of children throughout the program year.
5. A teacher is responsible for providing regular "*one-to-one teaching*" experiences for each of the "special children" for whom he or she keeps anecdotal records.

Each of these responsibilities is discussed in detail in this section of the handbook.

Staffing the Program. This section of the handbook deals with the following types of information:

1. Administrative requirements.
2. Teaching staff (including T/C ratio, professional-paraprofessional teacher ratio, recruitment and

selection of teachers, and assessing the potential for responsiveness).

3. Supportive personnel.
4. Roles and responsibilities (of all personnel discussed in the previous sections).
5. Decision-making (including diversity of staff operational styles, mechanisms for conflict resolution, effects of diversity on children, and alternative decision-making strategies).

Parent Involvement. The section on parent involvement deals with the basic principles of parent participation as they relate to the Responsive Care Model. In addition, the three essential components of a parent program are discussed (brochure for parents, talent and interest survey for parents, and a file box of ideas for parent programming).

Training. The section on training consists of a description of preservice and inservice training for directors and their staff members. It includes objectives and strategies for each type of training, suggested training schedules, and usefui reference materials.

Program Cost Factors. Cost factors related to implementation of the Responsive Care Program are discussed. Required expenditures are presented for equipment and supplies, training, and salaries.

Appendices. The handbook contains an extensive set of appendices that present supplemental, resource, and program

implementation materials. The appendices include the following:

1. The Responsive Care Model: Assumptions, Objectives, and Criteria for Implementation (Public Relations Brochure).
2. A List of Equipment and Materials for Responsive Care Programs.
3. Teacher's Guide for Use of *Child Repertoire Assessment Records*.
4. Child Repertoire Assessment Records.
5. Recording One-to-One Teaching Sessions and Repertoire Assessment Record Recordings.
6. Forms for the Assessment of the Potential for Responsiveness.
7. Adult Ground Rules.
8. Form for Suggesting Program Improvements.
9. Allocation of Responsibilities in the Responsive Care Program.
10. Ideas for Parent Involvement.
11. Handouts and Scripts for Preservice Training.
12. Inservice Training Packets.

Guide for Trainers of Responsive Care Teachers

A draft of the trainer's guide was developed by Dr. Margaret Lay at Syracuse University. This document was subsequently revised and the working draft of the trainer's guide is presented in the

Administrator's Handbook, Section VI entitled "Training." The section consists of a description of preservice and inservice training for directors and their staff members. It includes objectives and strategies for each type of training, suggested training schedules, and useful reference materials.

Responsive Care Teacher's Guide

The teacher's guide was developed by Dr. Margaret Lay and her development staff at Syracuse University. The notebook is designed to fulfill two purposes: (1) to aid teachers in organizing and assimilating materials presented during preservice training sessions, and (2) to provide teachers with a means of organizing and recording their use of individual learning packets which are supplied during inservice training sessions. The notebook is organized to include the following:

1. Explorations of teaching and learning.
2. General orientation to the Responsive Care Program.
3. Orientation to each of the basic program areas.
   a. Active area
   b. Task area
   c. Expressive area
4. Other basic components of Responsive Care.
   a. Special children
   b. Record keeping

c. Outdoor play

d. Invitational activities

e. Enforcing ground rules

f. Adult ground rules

g. Decision-making procedures

Inservice Training Packets

Inservice training was planned to consist of two types of instruction: (1) responsive instruction by Responsive Care personnel during inservice visits to each participating center, and, (2) training packets to be made available for use by individual teachers or pairs of teachers during special times when they are relieved of their responsibilities to allow training involvement.

Each training packet consists of the following: (a) a pre-assessment to help the user take stock of his existent repertoire in the area, (b) a list of activities suggested as helpful in increasing repertoire/skill, and (c) a post assessment to help in the appraisal of what was gained from the activity. These three will be produced on notebook paper which can be inserted in the training notebook.

For some of the packets, a collection of reference materials will be provided. Others require only experimentation, observation, interviewing, brainstorming, and reading materials will thus not be supplied.

The packets which have been developed are as follows: Providing Field Trips, Providing Singing Activities, Providing Movement Activities, Working with Children in a Group, Promoting Inquiry.

Program Implementation Materials

Materials relevant to the actual implementation of the Responsive Care Program have been completed. They consist of the following: Repertoire Assessment Records; source books for teaching in each of the basic program areas; and, parent involvement materials.

Repertoire Assessment Records

Child Repertoire Assessment Records. The child record keeping system was developed for use by Responsive Care teachers in keeping ongoing records of children's developing repertoire as spontaneously exhibited in the program structure. The purpose of this form of recording is not only valuable in terms of charting the development of each child but is an invaluable technique for sensiting teachers to the needs and behavioral patterns of the children with whom he or she interacts daily.

The record keeping form includes space for briefly recording specific incidents and the date of the incidents which the teacher considers to be evidence that the child possesses the repertoire item in question. Those instances in which the child *spontaneously* emits a behavior relevance to a repertoire category are recorded in the spaces provided for each repertoire item. The teacher may also record items such as seriation of objects according to size, if the child has done it in response to his request.

The categories of repertoire included on the form under *affective development* are (a) expresses pleasure/joy; (b) laughs openly; (c) expresses anger; (d) cries openly; (e) expresses fear;

(f) engages in fantasy play; (g) expresses pride in own accomplishments or self. Under *social development* are included (a) has stable friendship; (b) takes follower (submissive) role in play; (c) takes leader (dominant) role in play; (d) can initiate play contacts; (e) demonstrates concern for others; (f) plays with more than one child at a time.

The language items under *cognitive/language development* are (a) speaks in full sentences; (b) uses language to ask for help; (c) uses language to ask for information; (d) uses language to ask for explanation; (e) uses language to express wants/needs; (f) uses language for fun (making new sounds, rhyming, etc.).

There is included a check list of 50 concept terms considered to be likely for a child of three to five to understand and use. The cognitive/language section of the form also includes such items as (a) aligns objects in one-to-one correspondence; (b) orders objects according to size (seriation), (c) demonstrates awareness of which of two unequal groups has more; (d) determines "how many" by counting and touching each object as he counts; etc. Further items which might be sub-categorized are mathematics, science, reading, writing, etc. The record keeping notebooks have been reproduced for distribution to participating day care centers.

Teacher's Guide to the Repertoire Assessment Records. The teacher's guide is presented in a format identical to that of the child record keeping system. The guide, however, includes more specific directions for recording as well as exemplary entries

within each section. The teacher's guide has been reproduced for distribution to participating day care centers.

Source Books

A series of three source books which present ideas on how equipment and materials in each of the three basic program areas can be used for responsive instruction have been developed by the Syracuse staff. The contents of each source books are discussed in the following paragraphs.

"I Can Do It": Providing Responsive Instruction in the Active Area. One section of this notebook, *Active Area Equipment and its Multiple Uses* is included to increase teachers' awareness of the many ways in which children will use standard equipment and the ways in which they can promote learning through direct suggestion and/or provision of supplementary materials.

Another section, *Responsive Instruction in the Active Area,* describes various possibilities for providing responsive instruction in three common situations in the active area--when children are provided with cardboard cartons for free play activity, when children are using climbing equipment such as a three-way climber (equipment arrangement with a horizontal ladder atop two vertical ladder side supports), and when children are playing with small blocks. Ideas for talking to children about these activities are included.

A third section, *Special Activities for the Active Area,* describes very specific activities--games, gymnastics, etc.--which an adult might initiate while supervising the active area. There are

many possibilities, and those included in the third section are only examples of the kinds of activities that might be utilized.

A final section, *Scrounge Materials*, includes a listing of materials and equipment which might be obtained inexpensively or at no cost to enhance the possibilities for children's activity in the active area.

This notebook of guides and suggestions for the active area is intended as a source book which will be highly useful to inexperienced teachers and will continue to serve as a useful reference for others.

"And So There Was Me": Providing Responsive Instruction in the Expressive Area. Part one of the source book will help teachers interested in providing creative art experiences. Part two suggests a range of possibilities for other expressive area activities. It includes sand and water play, plus considerations for the housekeeping corner and the work bench area.

Following each activity sub-section, sample activity plans are presented. Each plan includes some exemplary ideas for talking to children about what they are doing.

"A Space to Discover Me": Providing Responsive Instruction in the Task Area. This source book includes the following types of information:

1. Aspects of task room arrangements, management, and use.
   a. book corner
   b. open shelving area

c. chalkboard area

d. flannel board/magnetic board area

e. writing center

f. listening center

g. animal center

2. Providing special activities in the task area.

a. table specials

b. wall specials

An additional section discusses the special emphasis on responsive instruction in the task area.

Parent Involvement Materials

A series of parent involvement materials have been developed and include the following: a document describing "The Nature of Parent Involvement in the Responsive Care Program"; a brochure for parents; a talent and interest survey for parents; and, a file box of ideas for parent programming.

The Nature of Parent Involvement in the Responsive Care Program. This document deals with the basic principles of parent participation as they relate to the Responsive Care Model. In addition, the three essential components of a parent program are discussed (brochure for parents, talent and interest survey for parents, and a file box of ideas for parent programming).

Brochure for Parents. The parent brochure is designed to acquaint parents with the basic philosophy underlying the Responsive

Care Model and to give them an idea of what kinds of activities their children will be involved in on a daily basis.

Talent and Interest Survey for Parents. The survey consists of a brochure entitled *What You as a Parent Can Do in Your Child's Day Care Center* and a *Questionnaire for Parent Helpers*. They are designed to facilitate parent participation in the program on a voluntary basis.

File Box of Ideas for Parent Programming. A suggested outline for a file box of ideas is presented and includes the following components:

1. Communications with parents
2. Parents as program observers
3. Parents as program participants
4. Parents as program contributors
5. Education for parents
   a. Group
   b. Individual
6. Resources for parents
7. Entertainment for Parents
8. Social services for parents

Included within each section would be both a general discussion and some specific suggestions. An expandable file would encourage record keeping of actual people and events related to activities of a local center.

In summary, the materials described in the scope of work that relate to publicizing, training for, and implementing the Responsive Care Program have been developed and are in working form as of this date.

EVALUATION DESIGN AND INSTRUMENT SELECTION

In accordance with the scope of work proposed for the evaluation of the Responsive Care Program, this report will address itself to the evaluation design and instrument selection. The following aspects of the general evaluation will be covered in detail: Evaluation Design; Instrumentation; and Site Selection.

Evaluation Design

The evaluation plan, as outlined in the basic program plan submitted on April 18, 1973 is summarized as follows. The program can be considered as involving three different sets of program objectives: (a) a physical design and materials set, (b) a teacher training set, and (c) a set of learning objectives for the children enrolled in the program. Six different evaluation issues will be addressed based on these program objectives. These questions include (1) efficacy of initial training, (2) degree of implementation of "desired" program, (3) "actual" program implemented, (4) efficacy of program components--primary objectives, (5) efficacy of program components--content related, and (6) efficacy of program components--process related. Eight instruments will be used in this assessment. A series of multivariate regression analyses will be performed to fit a general causal model for each of the major outcome variables. The program objectives are presented in Figure 1.

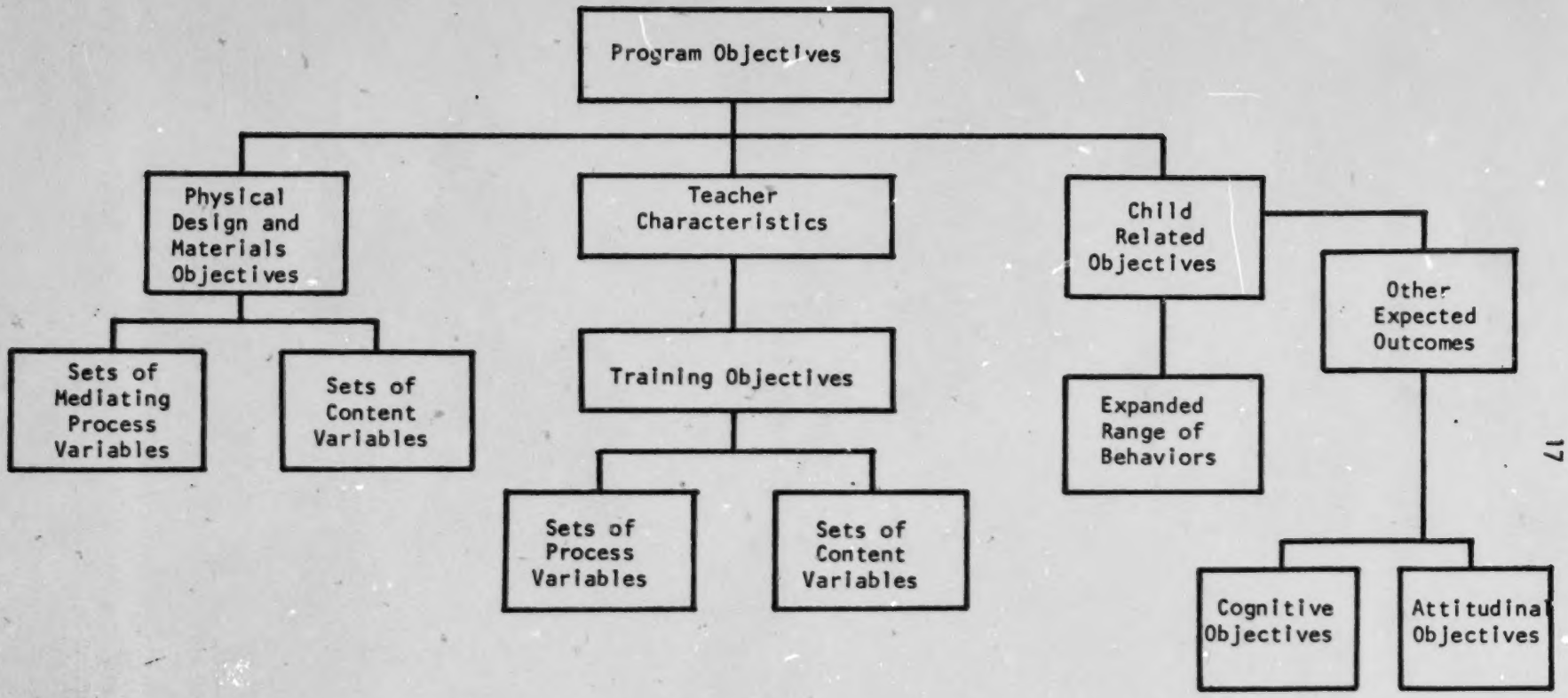

Figure 1. Evaluation Model Responsive Care Program

In the *cross class* comparisons, the class will be the experimental unit, the child or teachers will be the observational unit, and the principle evaluation design will involve comparisons between the Syracuse Day Care Center (the standard), pilot Responsive Care classes, conventional classes, and classes which use a structured preschool program such as DARCEE. Individual performance scores within classes will be adjusted for *within class* variation on materials usage or other program components before aggregation at the class level.

The evaluation model for the Syracuse Responsive Care Program is shown in Figure 1. The physical design and materials set of objectives and the components related to them are shown on the left-hand side of the figure, the teacher training set is shown in the middle of the figure, and the child learning-related objectives are shown on the right-hand side.

In the Syracuse Program, the physical design and organizational setting may be conceived to be sets of "mediating" variables for a fixed set of "process" variables. The curriculum materials, playground equipment, toys, etc., which are utilized by the teachers and pupils, can be conceived as sets of fixed "content" variables.

The teacher training objectives can be conceived as sets of "fixed" process variables and restricted sets of "stratified" fixed content variables in those areas where the curriculum activity choices are essentially chosen by teachers. The "packageable" components of the teacher training program involve sets of materials,

guidelines, and procedures which are utilized both in the actual training sessions during the summer preceding program installation, and as reference material throughout the ensuing year. During the school year, an inservice training component is available which focuses on the maintenance or augmentation of initial training outcomes in the teachers.

The child-related outcomes are of three different types, with an expanded range of behavior for each child being the program's primary objective. However, "stratified, fixed" set of cognitive/intellectual outcomes and a "stratified, fixed" set of affective/attitudinal outcomes are also expected to result from the program, and these outcomes are comparable to the outcomes of other programs. For the cognitive/intellectual outcomes, *content* is hypothesized to be the *major* set of influencing variables and *process* is hypothesized to be a *minor* set. However, process is presumed to be the major set of influencing variables for the affective/attitudinal objectives. Both process and content are conceived to be major contributors to the expanded range of behaviors.

Instrumentation

Selection of Instruments

The major focus of the evaluation efforts are on a series of policy-oriented questions related to the separable components. The major evaluation questions and the instruments used to obtain data related to them are outlined in Figure 2.

Figure 2. Major Evaluation Questions, Instruments and Occasions

Evaluation Questions	Instruments Used	Level	Occasions Aug.	Sept.	Nov.	Jan.	Mar.	May
A. Efficacy of Initial Training	*Test of Responsive Care Principles*	Teacher	x					
B. Degree of Implementation of "desired" program	*Potential for Diverse Encounters Measure*	Class		x		x		x
	Responsive Teaching Assessment Instrument	Teacher		x			x	
C. "Actual" Program Implemented	*Potential for Diverse Encounters Measure*	Class		x		x		x
	Responsive Teaching Assessment Instrument	Teacher		x			x	
	Record Keeping System on Materials Use (daily)	Individual Child						
D. Efficacy of Program Components, Primary Objectives	*Repertoire Assessment Scale*	Individual Child		x		x		x
E. Efficacy of Program Components, Content Related	*Test for Assessment of Basic Skills (TABS)*	Individual Child		x				x
	Illinois Test of Psycholinguistic Abilities (ITPA)	Individual Child		x				x
F. Efficacy of Program Components, Process Related	*Attitude Measurement (Rothenberg Teacher Ratings of Child Behavior)*	Individual Child		x				x

Information related to each of the policy questions is obtained by aggregation of data over time about the major set of program components. This data is derived from instruments designed to assess the degree of implementation, and to assess the attainment of the desired program outcomes.

Development of Instruments

The instruments chosen for inclusion into the evaluation design are presented in Figure 2. In general, development of each measure has assumed the following course:

1. Careful examination of the concept by CEMREL and Syracuse developers
2. Draft form of the instrument
3. Exchange of ideas between CEMREL and Syracuse developers
4. Revised draft of the instrument
5. Pilot testing of the instrument
6. Revisions of the instrument based upon pilot tests

[illegible] instruments related to each of the major evaluation questions [illegible] discussed on the following pages in terms of their development as well as their status as of November 30, 1973.

Test of Responsive Care Principles

The *Test of Responsive Care Principles* was developed to test the efficacy of initial training for both directors of day care centers and their teaching staff. The instrument consists of the

following types of items: short answer, sentence completion, check list, rank ordering, and multiple choice. The questions are designed to correspond to the basic program components of the Responsive Care Model.

The instrument was developed by CEMREL staff members who were involved in much of the development work and who were thus extremely familiar with the basic program components. It was reviewed by Syracuse developers in June of 1973. The instrument was again subjected to logical analysis by CEMREL staff members and a decision was made to retain it in its initial form. The pilot testing consisted of the initial administration to the directors of pilot centers following their training in Syracuse in September 1973. The analysis of the data suggested that the instrument was adequate for use with staff members of the respective centers in its original form. Thus, plans were made to administer the instrument to staff members in each of the pilot centers following their preservice training sessions.

The Degree of Implementation Instrument

The measure to determine the degree of implementation of the desired program (referred to in the scope of work as the *Degree of Implementation Measure*) is currently referred to as the *Potential for Diverse Encounters Measure*. The measure consists of a number of sections designed to correspond to the basic components of the Responsive Care Model. Completion of the measure requires two full days on the part of a trained observer. Data collection is based upon

inspection of facilities and center documents, observation and interview of the center director, the center staff and selected children. The measure will be completed for each pilot center on three different occasions during the pilot year. Included within the implementation instrument is the *Levels of Responsiveness Measure*. This observational measure is designed to provide data relevant to the quantity and quality of responsive teaching done by the teachers at the pilot sites.

An initial draft of the instrument was developed by CEMREL in March of 1973. The draft was reviewed by Syracuse developers and a number of revisions were made. A pilot test of the instrument was conducted at the Syracuse Development site on September 13 and 14, 1973. The pilot testing was conducted by two members of the CEMREL staff who had been involved in the development of the instrument. The purposes of the pilot test were the following:

1. To obtain per cent of agreement data on sections requiring interrater reliability.
2. To determine the feasibility of the allotted time periods for data collection.
3. To determine necessary revisions.

The following sections of the *Potential for Diverse Encounters Measure* were subjected to a test of interrater agreement:

3. Program Rules: Consistency of Enforcement
9. Responsive Instruction

The following sections were checked in terms of the feasibility of time allotments and other logistical requirements of scoring for each:

1. Physical Setting
2. Diversity of Materials
4. Open Time Schedule
5. Diversity of Children
6. Diversity of Staff
7. Diversity of Activities
8. Parents and Other Adult Visitors

Program Rules: Consistency of Enforcement. *Interrater Agreement* was computed using the following procedure.

1. Each observer familiarized himself with the ground rules for each of the program areas.
2. Simultaneous observations were made by both observers for a 30-minute time period.
3. Per cent of agreement was computed for two coding points on the instrument.

The reliability data is presented in the following table:

Coding Point	Per Cent of Inter-rater Agreement
Violations	60
Enforcement	60

On the basis of the above reliability data, the following *revisions* were selected:

1. Additional categories would be helpful in discriminating

among different types of violations (situational rules, safety, etc.).

2. Additional categories would be helpful in describing and discriminating among different types of enforcement. A check list might be more useful.

Responsive Instruction. *Interrater Reliability* was computed for each of the four coding points on the *Levels of Responsiveness Measure*. The procedure followed by the raters was:

1. Four children were randomly selected for observation prior to the first rating.
2. Simultaneous observations of the randomly selected children were made by both raters according to the instructions on page one of the measure.
3. The four children were observed and ratings were made on the basis of 20 four-minute observation periods (five for each child) as indicated in the instructions.
4. Interrater reliability, expressed in terms of per cent of agreement, was computed for the four coding points on the instrument.

The reliability data is presented in the following table:

Coding Point	Number of Coding Points	Per Cent of Inter-rater Agreement
Child's Name	20	100
Teacher's Name	20	75
Program Area	20	100
Level of Responsiveness	20	70

On the basis of the above reliability data, the following *revisions* were suggested:

1. The addition of categories within each scoring level to provide for finer discriminations.
2. The inclusion of a space for brief subjective comments that might be of value as additional revisions are contemplated.

Additional Sections of the *Potential for Diverse Encounters Measure*. Time allotments for completing the remaining sections of the measure seemed to be adequate. It was determined, however, that a detailed schedule including sequencing information would be a useful addition to the coder's manual. Such a schedule would insure efficiency in the collection of data and completion of the scoring sheets in the alloted time periods. The aforementioned revisions have been completed and the instrument is ready for use in the pilot centers.

Record Keeping System on Materials Use

The *Materials Use Record* was drafted by CEMREL in March of

1973. The record is a check list designed for daily use by the teachers in each pilot center. Teachers are required to record children's use of materials, six times each day. Ratings were made simultaneously by teachers in each of the various program areas.

The *Materials Use Record* was pilot tested at the Syracuse development site on September 13 and 14, 1973. The purpose of the pilot test was to assess the extent to which two observers using the *Materials Use Record Check List* in the same program areas and at the same observation periods could be in agreement on the materials being used and the children who were using the material. It was felt that any major limitations and needed changes in the instrument could be detected in this manner, since independent ratings of observers in the same areas could be compared for reliability and since any practical problems encountered in the use of the instrument by observers would be apparent when rating an operational classroom under conditions similar to ones planned for in the development of the instrument. Observers were able to take notes and to talk about needed revisions between observation periods. Observation was planned to occur approximately every half hour. The important consideration was that ratings were done at the same times and in the same areas by the observers.

Results. Comparisons between the two observers' ratings indicated virtually complete agreement. The instances of disagreement occurred when observers were rating a child whose activity focused on no single piece of equipment or material such as in cases of seemingly

aimless activity or when a child was "in between" activities. For example, a child may have been walking from one piece of equipment to another at the precise time of the observation.

Recommendations for Revision. Two revisions seemed needed as the result of this pilot test. First, the *Materials Use Record* sheets needed a means for designating when a child was not involved with a single piece of equipment or material due to apparent aimlessness or being in transition between activities. It was decided to have an "in transition" row on the recording sheets to permit such designations. Second, the observer felt a need to limit observation periods to a finite time period. It was felt one minute would be adequate in most centers. Such a time limit will be recommended in the instructions for the revised version of the *Record.* The aforementioned revisions have been made and the *Materials Use Record* is ready for use in the pilot centers.

The Repertoire Assessment Scale

Initially, CEMREL planned to employ an observational system for measurement of expanded repertoire at the child leve. As discussions between Dr. Margaret Lay and the Cooperative Development Program staff members began to lend some clarity to the concept at the conceptual level, it became apparent that an extremely elaborate observational system will be required for measurement purposes. Plans were then made for the development of an alternative means of tapping expanded repertoire that could be used during the start-up year,

while the observational scheme is being developed from empirical data collected at the centers.

The *Child Behaviors Questionnaire* was developed as an alternative means of measuring expanded repertoire at the child level. The measure consists of a number of categories of child behavior. Each teacher is required to complete the questionnaire on the children for which she keeps records. The measure is completed by each teacher on five occasions throughout the pilot year.

Test for the Assessment of Basic Skills (TABS)

An expanded version of the TABS test was chosen by CEMREL to serve as the major child outcome measure in the area of content related skills and competencies. The TABS test was developed and standardized by CEMREL on a diverse population of preschool and kindergarten children. Two comparable forms of the test are available. Ideally, one form should be administered at the beginning of the school year and the other form administered at the conclusion of instruction. Almost anyone who is familiar with children of this age can be successfully taught to administer this test.

The test was developed within a domain-referenced framework. Thus, a physical copy of the test is but one selection of content within each domain surveyed. Forms A and B of this test were selected by random assignment from the specified replacement set (domain) for

each item shell. The content surveyed within the test covers a wide range of preschool skills. However, primary emphasis is on selected skills from objectives relevant to the typical preschool curriculum.

The 161-item test is individually administered during three 20-minute sessions, with at least one hour between each session. Test scores are reported as proportions correct across both content and response methodology domains. The content domains--basic concepts, visual skills, auditory skills, language development and psychomotor skills--can be further broken down into more specific subscores for diagnostic purposes. The TABS test is currently being expanded to include items that would tap additional skills, particularly in the gross motor area.

The Illinois Test of Psycholinguistic Abilities (ITPA)

Initially, CEMREL planned to employ the *Boehm Test of Basic Concepts* as an additional child outcome measure in the area of content-related skills. Discussions between CEMREL and Syracuse developers, however, led to a decision to replace the *Boehm* with the *Illinois Test of Psycholinguistic Abilities.*

A careful examination of the instrument suggested the appropriateness of two subtests of the ITPA for inclusion in the evaluation design. The relevant subtests are:

a. Auditory Association

b. Auditory Sequential Memory

Plans were made to administer these subtests to both experimental and control children at the beginning and end of the pilot year.

Attitude Measurement

An in-house committee consisting of three CEMREL staff members was appointed to examine available attitude scales. If available scales were found to be inappropriate for this evaluation, plans were to be formulated for the development of an appropriate scale. After reviewing many of the attitudinal, personality and self-concept measures discussed by Coller (1971), Johnson and Bommarito (1971), Wylie (1961), and Butler (1971), the committee decided to initially recommend one part of a three-part series of interlocking instruments developed by Barbara Rothenberg (1968). The committee felt that the Rothenberg instruments were somewhat unique in that they were linked by six constructs--mood, leadership, cruelty, friendliness-social apprehensiveness, sensitivity to others, sense of humor and gregariousness, which were assessed by teacher ratings, peer nominations and self ratings.

While it might only be necessary to use the teacher rating portion of the instrument in pretesting, the additional power provided by the multi-method procedures would allow a good deal of flexibility in implementing a more ambitious assessment program and in determining instrument validity. Further, the teacher ratings seemed administratively simple to use, and the constructs reflected what the committee considered to be a diverse set of non-cognitive behaviors. Therefore, the *Rothenberg Teacher Ratings of Child Behavior* was recommended for use in assessing the attitudinal objectives of the Responsive Care Program.

In summary, the instruments listed in Figure 2 of this report are complete and available for use in day care and/or pre-school centers as of November 30, 1973.

Site Selection

Eight day care centers were chosen as Responsive Care pilot sites after having been screened by the Syracuse and Cooperative Development Program staff according to the following criterion areas (specified in Pilot Site Selection, 1973): (1) children, (2) staffing, (3) commitment, (4) physical setting, (5) evaluation, (6) financial circumstances, (7) training, and (8) location. Each of the eight centers was offered the opportunity to be a pilot site for 1973-74. If centers were reluctant to be pilot sites, they were offered the chance to be comparison sites in the evaluation design.

The following centers signed *Memoranda of Understanding* to be pilot sites for the 1973-74 school year:

South Side Day Care Center (Cochran Branch)
2903 Iowa Avenue
St. Louis, Missouri 63118

Helping Hand Day Care Center
2149 South Grand
St. Louis, Missouri 63104

Early Childhood Education Program
2402 Swope Parkway
Kansas City, Missouri 64130

Day Nursery Association, Inc.
32 Stuyvesant Street
Binghamton, New York 13905

Day Nursery Association, Inc.
320 Clinton Street
Binghamton, New York 13905

Two of the centers contacted declined to take on the obligations of being pilot sites, but agreed to serve as comparison sites in the evaluation. Those centers are:

South Side Day Care Center
2930 Iowa Avenue
St. Louis, Missouri 63132

Stella Maris Day Care Center
1025 Union Boulevard
St. Louis, Missouri 63113

Three additional comparison sites were to be drawn from the Louisville, Kentucky public school district. Characteristics of the five pilot sites are presented for comparison in the attached chart.

Characteristics of Responsive Care Pilot Sites

Pilot Site	Location	Children	Staff	Schedule	Funding
South Side--Cochran	In public housing project in metropolitan St. Louis. Mixed but generally low income families.	49 total 14 age three 19 age four 16 age five	5 full time teachers (3 paraprofessional) 1 part time teacher secretary, etc.	7:30 a.m.-4:30 p.m.	Aid for Dependent Children and tuition
Helping Hand Day Care Center	Urban St. Louis. Mixed SES	42 total	4 full time teachers (2 paraprofessional) Volunteers, cook, secretary, social worker, part-time counselor	6:45 a.m.-5:30 p.m.	Private Agency Title IVA. Tuition
Early Childhood Education Program	Urban Kansas City Low income	42 (mostly 4's, some 3's and 2's)	6 full time teachers (1 professional) 1 cook 1 social worker	7:00 a.m.-5:30 p.m.	Model Cities, HEW
Day Nursery Association (Clinton Street)	Mid. SES Majority of parents working Binghamton, N.Y.	36 total 13 age 3 23 age 4 and 5	9 full time teachers (6 professional) 1 cook 1 housekeeper	6:30 a.m.-5:30 p.m.	Social Service, United Way
Day Nursery Association (Stuyvesant St)	Mixed SES Binghamton, N.Y.	44 total 20 age 3 24 age 4,5,6	13 full time teachers 2 part time teachers 1 housekeeper 1 secretary	6:30 a.m.-5:30 p.m.	Social Services United Way

FIELD TESTING

In accordance with the scope of work proposed for the evaluation of the Responsive Care Program, this report will address itself to tasks relating to the initiation of field work. More specifically, the following aspects of field testing will be discussed: establishing relationships with potential sites; training of staff; and, collecting initial test and implementation data.

Establishing Relationships with Potential Sites

The information discussed within this section will include the following:

1. A discussion of the development of events leading to the selection of the centers to pilot the Responsive Care Program.
2. A discussion of the operational plans developed subsequent to site selection that relate to procedural agreements and staff training.

Site Selection

A discussion of the actual selection of pilot test sites to implement the Responsive Care Program is presented in the Evaluation Design and Instrument Selection. The purpose of this section will be to discuss the development of events leading to the establishment of

relationships with potential pilot sites and subsequently to the actual selection of centers to pilot the program. In general, the course of development was as follows:

1. Circulation of the *CEMREL NEWSLETTER* in the fall of 1972 (which contained an article on the Responsive Care Program including the need for pilot test sites.)
2. Development and circulation of two public relations brochures explaining the nature of the Responsive Care Program.
3. Visits by CEMREL staff members to schools and day care centers whose directors expressed an interest in the Responsive Care Program.
4. Distribution of a questionnaire to interested administrators entitled *Intentions and Features of Potential Responsive Care Sites.* (Appendix A)
5. An informal question and answer session at CEMREL with Dr. Margaret Lay to which preschool and day care administrators were invited to attend.
6. Selection of potential sites for pilot testing the Responsive Care Program.
7. Distribution to administrators or directors of potential pilot sites the *Questionnaire on Preschool Programs Interested in Piloting the Responsive Care Model.* (Appendix B)

8. Site visits conducted by Dr. Margaret Lay, her development staff, and CEMREL staff members to explore the feasibility of participation of potential sites.
9. Final selection of sites to pilot the Responsive Care Program.

Development of Operational Procedures

Subsequent to the selection of day care centers to serve as pilot sites for the Responsive Care Program, the following agreements and procedures were negotiated with each center:

1. Signing of a *Memorandum of Understanding* by each center director.
2. Development of training schedules.

Memorandum of Understanding

The *Memorandum of Understanding* signed by the director of each participating pilot center is presented in Appendix C. The purpose of the *Memorandum* was to clarify the nature of the relationship between each pilot center and CEMREL, Inc. in terms of the following:

1. Purpose
2. Period of Performance
3. Scope of Work
4. Copyright
5. Authorized Use of Materials
6. Program Expansion
7. News Releases

Development of Training Schedules

Subsequent to the signing of *Memoranda of Understanding*, the directors of the pilot day care centers, in conjunction with Dr. Margaret Lay and her training staff, developed the following training schedule:

1. Training of Directors: To be held at the Syracuse development site during the week of September 24, 1973.
2. Preservice Teacher Training: To be held at each participating center according to the schedule presented below.
   a. Early Childhood Education Program
      Kansas City, Missouri: October 11, 12
   b. South Side Day Care Center (Cochran Branch)
      St. Louis, Missouri: October 18, 19
   c. Day Nursing Association, Inc.
      Binghamton, New York: October 26, 27
   d. Helping Hand Day Care Center
      St. Louis, Missouri: November 1, 2

Specific details relevant to the actual training programs are discussed in the following section.

Staff Training

The training of staff in the implementation of the Responsive Care Program took part in two phases: training of directors of the

pilot centers at the Syracuse development site followed by pre-service teacher training at each of the pilot centers.

Training of Directors

The training of directors was conducted at the Syracuse development site over a five-day period during the week of September 24, 1973.

The following centers and related staff were present for the training:

1. Early Childhood Education Center
   Kansas City, Missouri

   Alberta Maten, Center Director
   Evelyn Johnson, Teacher Coordinator

2. Helping Hand Day Care Center
   St. Louis, Missouri

   Wanda Dietrich, Director
   Kathy Johnson, Social Worker

3. South Side Day Care (Cochran Branch)
   St. Louis, Missouri

   Francine Griffin, Head Teacher

4. Day Nursery Association
   Binghamton, New York

   Betty Kliewer, Director
   Patricia Brook, Head Teacher
   Jan Grivas, Head Teacher

The primary responsibility for training was assumed by Dr. Margaret Lay. However, the entire Syracuse development staff and the Syracuse University Early Childhood Education Center teaching staff were utilized as training resources. Syracuse staff members involved in some aspect of the training were:

Margaret Lay, Director

Bette Tryon, Development Staff

Norma Schlessinger, Development Staff

Eileen Sorrentino, Development Staff

Dorothy Middleton, Secretary

Betty Robinson, Assistant Director (P.M. Coordinator)

Dottie Shave, A.M. Coordinator

Bebe Cook, A.M. and P.M. Teacher

Lois Betsey, A.M. and P.M. Teacher

Phyllis Reicher, A.M. Teacher

Marg McDivitt, A.M. Teacher

Ursula Moeller, A.M. Teacher

Jefflyn Cramer Weed, P.M. Teacher

Mary Ellen Cardella, P.M. Teacher

Dave Zakem, P.M. Student Teacher

Donna Kaufman, P.M. Student Teacher

Staff members of CEMREL present for the training session were:

Dane Manis, Program Associate

Marilee Lovit, Research Assistant

Schedule

A schedule for the week's activities, as well as a packet of supplementary materials and general information sheets (Appendix D) was distributed to each participant. The schedule was as follows:

Monday	
9:00 a.m. - 11:30 a.m.	Introductions
	Perspectives
	Tour of Facility
	Coffee
	Further Introductions
	Backgrounds on Centers
1:00 p.m. - 4:00 p.m.	Descriptions of Week's Tasks
	Plan for the Week
	Questions and Responses
7:00 p.m.	Supper at SUECEC
Tuesday through Thursday	
9:00 a.m. - 11:30 a.m.	Announcements
	Questions and Responses
	Coffee
	Individual Activity
1:00 p.m. - 3:30 p.m.	Announcements
	Questions and Responses
	Coffee
	Individual Activity
3:30 p.m. - 4:00 p.m.	Sharing
Thursday	
7:00 p.m.	Sipping, snacking, and suppering at Norma's
Friday	
9:00 a.m. - 11:30 a.m.	Announcements
	Last Words from Syracuse Staff
	Individual Written Evaluation of Own Participation and Benefits
	Group Evaluation of Week's Efforts

Training Activities

The primary focus throughout the training period was on individual activity. Each participant was encouraged to become involved in activities according to their individual interests and needs. The following list of optional activities was presented to each participant:

1. Study materials on responsive care. Ask questions about portions you don't understand or which are discrepant from your own views and previous experience.
2. Observe in the program setting:
   a. Look at space arrangements, equipment locations.
   b. Look for variety in children's activities.
   c. Follow the activities of several individual children, one at a time, for extended periods.
   d. Look for variety in teaching styles.
   e. Look for presence of responsive teaching--or missed opportunities.
   f. Look for things that are different than in your own setting. Jot down questions you have to raise later with some of SUECE staff.
3. Discuss your problems/concerns which are unique to your situations with a Syracuse staff member or a fellow participant.
4. Read, study materials in SUECEC library.

5. Participate in center. Get to know teachers' roles and assignments by working with them.
6. Invite others to sit and brainstorm with you about an issue of concern.
7. Find a quiet corner (just try!) and devise some plans and strategies.
8. Write out your responses to the task sheets.

The activities presented above were available to the participants throughout the training week.

Task Sheets

A series of task sheets were developed to aid participants in answering a series of questions related to the overall training goals. More specifically:

1. What are the basic components of a Responsive Care Program?
2. How is each component discrepant from the ongoing program at the pilot center?
3. What alterations need to be made in the program at the pilot center?
4. What are the strategies for implementing the desired change?

Eight task sheets were developed, one related to each of the following program components:

Space Arrangement

Equipment Placement and Arrangement

Scheduling for Children

Scheduling of Teachers' Assignments

Instruction

Setting and Enforcing Ground Rules

Keeping Records

Decision Making

The format of each is similar to the task sheet for Space Arrangement presented in Figure 3. A complete set of task sheets is found in Appendix D.

Group Evaluation of the Training Week

Prior to the close of the training week, each participant was asked to rank each of the week's activities on a 1 (low) to 5 (high) scale according to how worthwhile they felt the activities were. The form is presented in Figure 4.

Preservice Teacher Training

The chart in Figure 5 presents summary data related to the preservice training of staff at each participating center. A discussion of each specific training session is contained in the following sections of this report.

Early Childhood Education Program: Kansas City

Preservice training of teachers was conducted at the Early Childhood Education Center in Kansas City, Missouri on October 11 and 12, 1973. Syracuse staff members present for the training were

Figure 3

TASK SHEET FOR SPACE ARRANGEMENT

The major way(s) in which our _____ arrangement is different from the responsive care plan is (are):

[ ] We probably will not alter this part of our program.

[ ] We probably will alter our space arrangement in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy we will probably use to make these modifications is:

Figure 4

OPTIONS FOR INDIVIDUAL ACTIVITIES

Participation	Value	
		1. Study materials on responsive care. Ask questions about portions you don't understand or which are discrepant from your own views and previous experience. 2. Observe in the program setting. a. Look at space arrangements, equipment locations. b. Look for variety in children's activities. c. Follow the activities of several individual children, one at a time, for extended periods. d. Look for variety in teaching styles. e. Look for presence of responsive teaching--or missed opportunities. f. Look for things that are different than in your own setting. Jot down questions you have to raise later with some of SUECEC staff. 3. Discuss your problems/concerns which are unique to your situations with a Syracuse staff member or a fellow participant. 4. Read, study materials in SUECEC library. 5. Participate in center. Get to know teachers' roles and assignments by working with them. 6. Invite others to sit and brainstorm with you about an issue of concern. 7. Find a quiet corner (just try!) and devise some plans and strategies. 8. Write out your responses to the task sheets.

Figure 5

PRESERVICE TRAINING ACTIVITIES

TRAINING GROUP	Brainstorming: Use of Materials and Responsive Instruction	Question/Answer, Discussion	Informal Discussion in Social Setting	Lecture/Discussion	Observe Program at SUECEC	Read Responsive Care Materials	Study at SUECEC Library	View Slide Show	Discussion of Principles via Selected Slides	Demonstration of Record Keeping	Work Out New Staffing Assignments	Number of Training Days	Participants Relieved of Teaching Responsibility	Trainers: Margaret Lay	Trainers: Bette Tryon	Trainers: Barbara Clark	Trainers: Dottie Shave
Early Childhood Education Program	Yes	Occasionally	Yes	Seldom	No	*Teacher's Guide* Source Books	No	Yes	Yes	Yes	Yes	2	Yes	Yes	Yes	No	No
South Side Day Care Center (Cochran Branch)	Yes	Seldom	Yes	Seldom	No	*Teacher's Guide* Source Books	No	Yes	Yes	Only brief overview	Yes	2	No	Yes	Yes	No	Yes
Day Nursery Association, Inc.	Yes	Occasionally	Yes	Seldom	Yes	*Teacher's Guide* Source Books	Yes	Yes	Yes	Yes	No	2	Yes	Yes	No	Yes	No
Helping Hand Day Care Center	Yes	Occasionally	Yes	Seldom	No	*Teacher's Guide* Source Books	No	Yes	Yes	Yes	Yes	2	No	Yes	No	No	No

Dr. Margaret Lay and Bette Tryon. Mr. Dane Manis, program associate, represented CEMREL at the training session.

The schedule for the training was as follows:

Thursday, October 11

1. Introductions
2. Orientation: Teaching and Learning
   a. Instruction
   b. Responsive instruction
3. Slide-Tape Show
   a. Question/Answers
   b. Discussion
4. Responsive Instruction in the Active Area
   a. Slides
   b. Source book
5. Responsive Instruction in the Expressive Area
   a. Slides
   b. Source book
6. Responsive Instruction in the Task Area
   a. Slides
   b. Source book

Friday, October 12

1. Overview of staff responsibilities
   a. Presentation of patterns
   b. Simulation
   c. Role playing

2. Preparation for "special" children

   a. Distribute/discuss assignments

3. Planning for use of *Child Repertoire Assessment Record*

   a. Presentation of rationale

   b. Explanation of sections, etc.

   c. Exercise

4. Planning for invitational activities

5. Enforcing ground rules--strategies

6. Perspectives on responsive care

During the training session, teachers were free of child responsibility and were thus able to participate in training for two full days.

South Side Day Care Center (Cochran Branch)
St. Louis

Preservice training of teachers was conducted at the South Side Day Care Center (Cochran Branch) in St. Louis, Missouri on October 18 and 19, 1973. Syracuse staff members present for the training were Dr. Margaret Lay, Bette Tryon, and Dottie Shave. Mr. Dane Manis, program associate, represented CEMREL at the training session.

The training schedule was as follows:

Thursday, October 18

1. Tour of the center (Syracuse staff)

2. Meeting: Syracuse staff and center director

a. Discussion

b. Plan training

3. Group meeting with center teachers

a. Slide tape

b. Discuss program areas

Friday, October 19

1. Demonstration teaching by Syracuse staff
2. Brainstorming: Responsive Instruction
3. Responsive Instruction in the activity areas

a. Selected slides

b. Source books

4. Record Keeping: Repertoire Assessment Records
5. Planning

During the training session, the teachers were not relieved of their normal responsibilities for children with the exception of nap time. Thus, actual group training time was limited to approximately two hours per day. This was offset somewhat by the presence in the program areas of Syracuse trainers, who conducted demonstration teaching, during several portions of each day.

Day Nursery Association, Inc.:
Binghamton

Preservice training of teachers was conducted at the Day Nursery Association, Inc. in Binghamton, New York on October 26 and 27, 1973. Syracuse staff members present for the training were

Dr. Margaret Lay and Barbara Clark. Mr. Dane Manis, program associate, represented CEMREL at the training session.

The training schedule was as follows:

Friday, October 26

1. General Orientation to responsive care program
   a. history
   b. features
   c. advantages
2. Explorations of teaching and learning
   a. sub-group discussions
   b. presentation of responsive instruction
   c. responsive instruction exercises
3. Discussion of active area
   a. slides for discussion of purposes
   b. discussion of arrangements
   c. exercise with equipment
   d. discussion of source book
   e. ground rules discussion (brief)
4. Discussion of task area (same sequence as 3)
5. Discussion of expressive area (same sequence as 3)

Friday evening

1. Staff responsibilities
   a. discussion of daily assignment patterns/ rotation
   b. simulation

c. substance of responsibilities

d. special children

2. Role playing

3. Values exploration

4. Discussion of problems identified

Saturday, October 27

1. Individual record keeping

2. Program record keeping/planning

3. Perspectives on responsive care

During the training session, staff members were relieved of their normal teaching duties and responsibilities for children. Thus, participants were able to involve themselves in training activities for two full days.

Helping Hand Day Care Center
St. Louis

Preservice training of teachers was conducted at the Helping Hand Day Care Center in St. Louis, Missouri on November 1 and 2, 1973. Syracuse staff members present for the training were Dr. Margaret Lay and Bette Tryon. Mr. Dane Manis, program associate, represented CEMREL at the training session.

The training schedule was as follows:

Thursday, November 1

1. Tour of the center (Syracuse staff)

2. Discussions: Syracuse staff and center director

3. Planning the training session
4. Lunch
5. Group training session
    a. Orientation to teaching and learning
    b. Responsive Instruction: Brainstorming
    c. Slide-Tape Show
    d. Responsive instruction in the activity areas
        (1) Selected slides
        (2) Source books

Friday, November 2

1. Demonstration teaching (Syracuse staff)
    a. Active area
    b. Expressive area
    c. Task area
2. Group training session
    a. Staff responsibilities
    b. Record keeping
    c. Perspectives on responsive care

During the training session, staff members were not relieved of their normal teaching responsibilities. Group training sessions were limited to nap time when the children were not involved in center activities. Thus, the group sessions were supplemented by demonstration teaching by Syracuse trainers during the morning hours when the children were using the activity areas.

Initial Test and Implementation Data

The following instruments, developed by CEMREL and designed for use in the evaluation of the Responsive Care Program, are complete and will be made available to participating day care centers:

Degree of Implementation Instrument

Responsive Teaching Assessment Instrument

Record Keeping System on Materials Use

Test for Assessment of Basic Skills (TABS)

Child Behaviors Questionnaire

The responsibility for the collection of evaluation data subsequent to November 30, 1973 will be with each participating day care center. The instruments, administration manuals, and a proposed data collection schedule will be distributed to the program directors. In addition, each director will be briefed on copyright information as well as implications of independent evaluation efforts. Emphasis will be placed on the fact that such an effort can in no way be construed as an accurate test of the Responsive Care Model. The results would be limited in terms of their generalizability--generalization beyond the actual program and the actual group of children involved in the program would be meaningless.

Appendix A

Intentions and Features of Potential Responsive Care Sites

Intentions and Features of Potential Responsive Care Sites

Answers to the following questions would help us at CEMREL decide which sites we wish to use for the Syracuse program pilot test.

1. How many Responsive Care classrooms does this site want to have?
2. How many children would they have in each classroom?
   - [ ] Less than 24
   - [ ] 25-34
   - [ ] 35-44
   - [ ] 45-54
   - [ ] More than 55
3. What kinds of children would be in each classroom?

Types of Children	Classroom A	Classroom B	Classroom C
Black			
White			
Other_____			
Low Income			
Middle Income			
Upper Income			
3-year-old			
4-year-old			
5-year-old			
6-year-old			

4. How many full-time professionally trained teachers would the local site plan to hire for each classroom? (check)

[ ] 0 [ ] 4

[ ] 1 [ ] 5

[ ] 2 [ ] 6

[ ] 3

5. How many full-time paraprofessionals would work as teachers in each classroom? (check)

[ ] 0 [ ] 4

[ ] 1 [ ] 5

[ ] 2 [ ] 6

[ ] 3

6. What kinds of paraprofessionals would you use?

[ ] High school students

[ ] High school graduates (young)

[ ] College students

[ ] Parents

7. How much would be the average salary (annual) for:

Professionally trained teachers _____

High school students _____

High school graduates _____

College students _____

Parents _____

8. What sort of person would the local site hire to be:

Director (if a day care center) _____

Coordinator(s) _____ per person

9. What would be the salary of the:

   Director _____

   Coordinator(s) _____ per person

10. How many square feet does the site have for active outdoor play? _____ For creative craft activities? _____

    For small manipulative tasks and reading? _____

    For invitational activities? _____

    For one-to-one teaching? _____

11. Would the use of the Syracuse program be a new program for the site, necessitating new children and staffing, or would the program be a modification of an existing program?

    _____

12. If the program is not a new program, how different is the Syracuse Program from the current program?

    Completely Different 0 1 2 3 4 5 Almost Identical to Syracuse

13. How much supplies and equipment need to be purchased?

    For active indoor play

    Everything 0 1 2 3 4 5 Nothing

    For active outdoor play

    Everything 0 1 2 3 4 5 Nothing

    For experience fantasy and craft activities

    Everything 0 1 2 3 4 5 Nothing

    For small manipulative activities, games, and books

    Everything 0 1 2 3 4 5 Nothing

    Furniture (chairs, tables, shelves, etc.)

    Everything 0 1 2 3 4 5 Nothing

14. What problems does the site anticipate having as far as meeting costs in the following areas?

Staffing: _____

_____

_____

Purchasing equipment: _____

_____

_____

Purchasing training supplies (about $100 per classroom):

_____

_____

Meeting other costs (transportation, rent, etc.): _____

_____

_____

15. What are the site's sources of income?

Source	Proportion of Income
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Appendix B

Questionnaire on Preschool Programs Interested

in Piloting the Responsive Care Model

Questionnaire on Preschool Programs Interested in Piloting the Responsive Care Model

CEMREL, Inc. is in the process of selecting two sites that will pilot the Syracuse Responsive Care preschool program in the 1973-74 school year. Your responses to items on this questionnaire will help us determine whether the site you have in mind would be an appropriate one for our project.

Part A of the questionnaire is a request for a description of the preschool program or center you would like to have pilot the Syracuse model.

Part B is a request for your ideas on what aspects of the Syracuse program you would find most easy and difficult to conform to. For Part B, please read the brochures clipped to this questionnaire. If you have any questions as you fill out the questionnaire, please contact:

Thomas Johnson Phone (314) 781-2900

or by mail: CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

Part A

1. What is the name, address, and phone number of your preschool program?
_____
_____

2.1 How many children come to your program or center? _____

2.2 How many of these children stay one-half day? _____ Full Day_____

2.3 Do your children come to the center and leave at the same time?_____
If no, please specify:_____
_____

2.4 How many of your children are 3 years old?_____ 4 years old?_____
5 years old?_____ Other?_____ Please specify:_____
_____

2.5 What is the socio-economic background of your children?_____
_____

3.1 How many people do you have that assume teaching roles?_____
Of these, how many are certified teachers?_____ How many have attended college but are not certified?_____ How many have completed high school but not college?_____ Other?_____
Please specify:_____

3.2 What administrative personnel function to direct the center?
3.2.1 Position or title_____
Person occupying position_____
Responsibilities_____
_____

3.2.2 Position or title_____
Person occupying position_____
Responsibilities_____
_____

3.2.3 Position or title_____
Person occupying position_____
Responsibilities_____
_____

3.3 What other staff positions are in your center? _____,
_____, _____,
_____, _____

4.1 Are your children assigned to groups under the direction of one or two teachers to participate in activities and/or receive instruction?
_____
If so, approximately how many children are in each group?_____
On what basis are children grouped (age, by skill levels, sex, etc.)?
_____
What proportion of the day do children meet in these groups?_____
_____

5.1 Facilities. Please draw a rough floor plan of your center indicating approximate dimensions of the rooms and how the space is used in each room. Label rooms A, B, C, etc.

5.2 Give examples of the kinds of equipment and supplies you have in each room noted on the floor plan above.

A. _____

B. _____

C. _____

D. _____

E. _____

6.1 List a schedule of events for a "typical day" at your center:

Time of day	Event

7.1 What are the major kinds of learning outcomes, if any, that your center is designed to help children accomplish?

_____
_____
_____
_____
_____

7.2 Does your center have a record keeping system it uses to keep track of the children's progress?_____ If so, would you describe it briefly.

_____
_____
_____

7.3 Are your teachers expected to teach lessons to groups of children? _____ If so, how many children do they typically teach at one time?

_____

List a few examples of kinds of lessons they teach._____
_____
_____
_____
_____

7.4 Is participation in instructional activities compulsory for the children?_____ If there is a mix of compulsory and non-compulsory instruction, please describe briefly the nature of the mix.

_____
_____
_____

8.1 What is your center's major source of funding?

Source	Approximate Proportion of Income
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Part B

After having read the brochures on the Syracuse Responsive Care Program, please note in which of the areas below you would anticipate problems if you pilot the Responsive Care model.

		1 No Problems	2 Slight Problems	3 Moderate Problems	4 Severe Problems
1.	Basic assumptions	[ ]	[ ]	[ ]	[ ]
2.	Program objectives	[ ]	[ ]	[ ]	[ ]
3.	Teaching methods	[ ]	[ ]	[ ]	[ ]
4.	Types of children	[ ]	[ ]	[ ]	[ ]
5.	Facilities	[ ]	[ ]	[ ]	[ ]
6.	Number of staff members	[ ]	[ ]	[ ]	[ ]
7.	Kinds of staff members	[ ]	[ ]	[ ]	[ ]
8.	Administrative requirements	[ ]	[ ]	[ ]	[ ]
9.	Costs	[ ]	[ ]	[ ]	[ ]
10.	Staff attitudes	[ ]	[ ]	[ ]	[ ]
11.	Parent attitudes	[ ]	[ ]	[ ]	[ ]
12.	Other_____	[ ]	[ ]	[ ]	[ ]
13.	Other_____	[ ]	[ ]	[ ]	[ ]

Please write comments below about any problems you wish to clarify.

Appendix C

Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

1. Purpose

The purpose of this Memorandum of Understanding is to enter into a cooperative agreement between _____, hereinafter called the Participant, and CEMREL, Inc. through its Cooperative Development Program to initiate and implement a pilot study of the Syracuse Responsive Care Program.

2. Period of Performance

a. The period of performance of this Memorandum of Understanding shall be from September 1 through November 30, 1973.[1]

b. It is the intention of the Participant and CEMREL to participate in extension or renewal of this Memorandum of Understanding by mutual agreement over a period of two years. Such extension or renewals are subject to availability of funds for the work of the activities and subject to the agreement of both parties that the prior performance of the parties has been satisfactory.

3. Scope of Work

a. During the period of performance the Participant agrees:

(1) To operate for the pilot study a day care program for 30 to 55 children, staffed during most of the day by at least a director and six teachers, the teacher-child ratio being between 1:5 and 1:9.

(2) To operate the day care program in a manner consistent with the following guidelines:

(a) The program conditions (b) through (h), inserted below, shall be considered as working objectives rather than a specific set of outcomes considered desirable for children.

(b) Implementation of the responsive care model requires physical space allowing the arrangement of--

---

[1]Since CEMREL is funded on a fiscal year from December 1 through November 30, it will be necessary to renew this agreement on December 1, 1973. By September 1, the National Institute of Education will announce funding levels for the remaining seven months of the school year, 1973-74. Any day care center signing this Memorandum of Understanding may withdraw from this agreement by September 1 if a decision is made not to fund the project past November 30, 1973.

- Three separate areas with at least some perceptual demarcation that can be arranged for large muscle play, for creative and dramatic expression, and for quiet task-oriented work.

- Additional space that can be used for group invitational activities and individual instructional sessions.

- Space for essential supportive functions such as secretarial/clerical work, food preparation, etc.

(c) Within the major program areas the following should be arranged:

- The area designated as the active area should be arranged with a maximum of opportunity for running, crawling, jumping, etc., and should not include any physical hazards which would make rapid movement dangerous.

- The area designated as the expressive area should provide access to water and should have floors and tables relatively impervious to damage. Art media and equipment, housekeeping equipment, work bench, water/sand play, puppet theatre, records and instruments should be placed in this area.

- The area designated as the task area should be furnished with tables, chairs, and ample shelving. The shelves should be stocked with books, puzzles, manipulative materials, etc.

(d) Children should be allowed to move about, play and work at their individual discretion within the three basic program areas--active, expressive, task--for nearly the entire program day. The only exceptions to this would be the lunch period, the midday rest period, and early morning and late afternoon when the entire staff is not present. There should, however, also be invitations regularly extended to children to participate in special activities provided outside the base settings, i.e., snack, story, music, films, trips, outdoor play. As a general rule, children should not be required to participate in these activities.

(e) A pattern of staff assignment should be developed to insure constant supervision of the three base areas (with the exception of lunch and rest periods) and the regular provision of special events, i.e., snack, outdoor play, etc. It is recommended that a staff member, present in the program setting, be designated coordinator and be given the responsibility for planning and supervising staff assignments.

(f) Certain ground rules should be established and consistently maintained. Few restrictions should be placed on children's activity in the active area. In the expressive area some limitations are required as to the locations within which use of art media, water, etc. are considered acceptable. Rapid movement should be discouraged. In the task area children should be increasingly required to replace materials they have taken to use upon finishing with them and should be expected to engage in relatively sedentary activity. Each child should be required to clean up his own dishes, etc. at snack. Further ground rules would need to be established, many of which would be unique to any given setting.

(g) Each adult must assume responsibility for children's learning by providing "responsive instruction." Adults should extend the child's experience in an activity in which he is voluntarily immersed through informal comments, questions, suggestions, or material manipulation.

(h) Each adult should be assigned a subgroup of children for whom he makes home contacts, notes physical health, keeps on-going records of the children's activities and behaviors, and regularly conducts one-to-one teaching sessions.

(3) To provide support for the program's director and/or lead teacher to attend a one-week training session at the Syracuse University prior to the training of the teaching staff.

(4) To assure that the teaching staff will participate in preservice and inservice training workshops lead by the Syracuse training staff and by the program's director. The amount of time allocated to the training shall be sufficient to be considered reasonable both to the Syracuse training staff and the program's director.

(5) To make arrangements so that each full-time member of the teaching staff will have at least three hours per week in which to utilize inservice training packets to improve upon his or her teaching competencies.

(6) To allow observation of the program while it is in operation by Syracuse trainers and developers and by CEMREL evaluators and developers.

(7) To permit the administration of assessment instruments to the program. The tests will be administered to children during September or October and again during May of each project year.

(8) To assure that the teaching staff will assist CEMREL in collecting data on the progress of children necessary for the pilot study.

b. During that time period CEMREL agrees:

(1) To plan and execute preservice training and orientation sessions.

(a) In Syracuse for the director, and

(b) At the local site for the entire teaching staff. The training sessions shall last not less than the equivalent of three full days (18 hours).

(2) To provide Responsive Care training manuals, record keeping systems, and the software necessary to help implement the Syracuse program.

(3) To make available, according to mutual agreement, appropriate inservice training and technical assistance in operating the Syracuse program in the center (not to exceed 18 man-days).

(4) To keep detailed records of on-site training.

(5) To administer the *NPECE Test for the Assessment of Basic Skills*, other appropriate measures of children's performance, and degree of implementation instrument; to score and analyze data collected using those instruments; and to report to the center results which may help teachers and the director improve their programs.

(6) To cooperate in the development of new materials, teaching techniques, additional support services, or program components that are found to be necessary to accomplish the progam's goals.

(7) To provide technical assistance for unanticipated problems encountered at the center as it installs the Responsive Care Program.

4. Copyright

All developmental copyrights are not assigned or released by this agreement. Copyright to all additional instructional and/or training materials developed or revised in the course of this participation and as a result of the participation shall not be claimed by the Participant and may be claimed by CEMREL.

5. Authorized Use

No distribution to any third party may be made by the Participant of the Responsive Care materials, or any parts thereof, during or after each period of performance without the prior written approval of CEMREL, Inc.

6. Program Expansion

CEMREL agrees to provide the local sites with additional materials that are developed by CEMREL for the Responsive Care Program.

7. News Releases

The Participant shall provide CEMREL with copies of news releases, items of public information, and communication to parents relating to the Responsive Care model upon their release.

CEMREL shall provide the Participant with copies of news releases, items of public information, and communication to parents related to the Responsive Care model upon their release.

This agreement has been executed by the parties hereto on the dates following their signature.

Participant _____

by _____

Date _____

CEMREL, Inc.

by _____

Date _____

Appendix D

Materials Packet: Training of Directors

ADMINISTRATORS' WEEK--SEPTEMBER 24-28, 1973

SCHEDULE

Monday

9:00 a.m. - 11:30 a.m.	Introductions Perspectives Tour of Facility Coffee Further Introductions Backgrounds on Centers
1:00 p.m. - 4:00 p.m.	Descriptions of Week's Tasks Plan for the Week Questions and Responses
7:00 p.m.	Supper at SUECEC

Tuesday through Thursday

9:00 a.m. - 11:30 a.m.	Announcements Questions and Responses Coffee Individual Activity
1:00 p.m. - 3:30 p.m.	Announcements Questions and Responses Coffee Individual Activity
3:30 p.m. - 4:00 p.m.	Sharing

Thursday

7:00 p.m.	Sipping, Snacking, and Suppering at Norma's

Friday

9:00 a.m. - 11:30 a.m.	Announcements
	Last Words from Syracuse Staff
	Individual Written Evaluation of Own Participation and Benefits
	Group Evaluation of Week's Efforts

OPTIONS FOR INDIVIDUAL ACTIVITIES

1. Study materials on responsive care. Ask questions about portions you don't understand or which are discrepant from your own views and previous experience.

2. Observe in the program setting.

   a. Look at space arrangements, equipment locations.

   b. Look for variety in children's activities.

   c. Follow the activities of several individual children, one at a time, for extended periods.

   d. Look for variety in teaching styles.

   e. Look for presence of responsive teaching--or missed opportunities.

   f. Look for things that are different than in your own setting. Jot down questions you have to raise later with some of SUECEC staff.

3. Discuss your problems/concerns which are unique to your situations with a Syracuse staff member or a fellow participant.

4. Read, study materials in SUECEC library.

5. Participate in center. Get to know teachers' roles and assignments by working with them.

6. Invite others to sit and brainstorm with you about an issue of concern.

7. Find a quiet corner (just try!) and devise some plans and strategies.

8. Write out your responses to the task sheets.

SPACE ARRANGEMENT

The major way(s) in which our current space arrangement is different from the Responsive Care plan is (are):

[ ] We probably will not alter this part of our program.

[ ] We probably will alter our space arrangement in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

EQUIPMENT PLACEMENT AND ARRANGEMENT

The equipment placement and arrangement in our center is different from the Syracuse center in the following ways (list only striking or significant differences).

[ ] We probably will not alter this part of the program.

[ ] We probably will alter our equipment placement and arrangements in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

SCHEDULING FOR CHILDREN

The major ways in which our scheduling for children is different from the Syracuse center are:

[ ] We probably will not alter this part of our program.

[ ] We probably will alter our scheduling for children in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

SCHEDULING OF TEACHERS' ASSIGNMENTS

The major ways in which our scheduling of teachers' assignments for coverage of events and areas is different from the Syracuse Center are:

[ ] We probably will not alter this part of our program.

[ ] We probably will alter our scheduling of teachers' assignments in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

INSTRUCTION

The kind of instruction we provide in our center differs from the Responsive Care program in the following ways:

[ ] We probably will not alter this part of the program.

[ ] We probably will alter the kind of instruction provided in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

SETTING AND ENFORCING GROUND RULES

The major points of difference between the way in which we set and enforce ground rules for children's behavior and the way it is done in the Syracuse Center are:

[ ] We probably will not alter this part of the program.

[ ] We probably will alter our ways of setting and enforcing ground rules in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

KEEPING RECORDS

The kind of records we keep on children in our center differs from the Responsive Care Program records in the following ways:

[ ] We probably will not alter this part of the program.

[ ] We probably will alter our keeping of records in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

DECISION-MAKING

The kind of decision-making processes we use to decide what we will provide for children or how things will be done different from the Responsive Care Program in the following ways:

[ ] We probably will not alter this part of the program.

[ ] We probably will alter decision-making processes in the following ways:

The reasons we will/will not make these modifications are:

The plan or strategy that we will probably use to make these modifications is:

SUECEC STAFF

Margaret Lay

Bette Tryon

Norma Schlessinger

Eileen Sorrentino

Dorothy Middleton, Secretary

Betty Robinson, Assistant Director
(P.M. Coordinator)

Dottie Shave, A.M. Coordinator

Bebe Cook, A.M. and P.M.

Lois Betsey, A.M. and P.M.

Phyllis Reicher, A.M.

Marg McDivitt, A.M.

Ursula Moeller, A.M.

Jefflyn Cramer Weed, P.M.

Mary Ellen Cardella, P.M.

Dave Zakem, P.M.

Donna Kaufman, P.M.

RESTAURANTS IN AND NEAR DOWNTOWN SYRACUSE

Barbuto's, in the basement of Presidential Plaza, Jefferson Tower, North Townsend Street. 474-3000 (elegant)	high
Chef Italia, 3180 Erie Boulevard, East, 445-1342	inexpensive
Depot (steak house), located in restored DL&W Railroad Station, South Clinton and Jefferson Streets (behind Sibley's), 422-9191	mod-high
Drumlins, 800 Nottingham Road, 446-4555	mod-high
Everson Museum--lunch only Corner South State and Harrison Streets, 474-6064	moderate
Grimaldi's, 2960 Erie Boulevard, East, 445-0012	mod-high
Guv'nor's Grill, 753 James Street (Skyline Apartments), 474-3939	high
Holiday Inn, 701 Genesee Street, 474-7251	
Coffee Shop on ground floor	moderate
Restaurant upstairs	mod-high
Meltzer's--lunch only In Midtown Plaza (delicatessen), 479-6361	moderate
Mirbach's (German food), 419 Butternut Street (two blocks from exit 18, Route 81), 471-4393 (reservations suggested)	mod-high
The Only Place (Chinese food, no choice of entree, delightful, intimate atmosphere with good food) 1975 Erie Boulevard, East, 474-5411 (reservations required)	inexpensive
Scotch 'n' Sirloin (steak and lobster house) Erie Boulevard, East, Dewitt (in Shoppingtown), 446-1771	mod-high
Walter White's Tavern (steak house) 4432 East Genesee Street, Dewitt, 446-0270	mod-high

Early Childhood Education Center
Kansas City, Missouri

Alberta Molen, Center Director
Evelyn Johnson, Teacher Coordinator

Helping Hand Day Care Center
St. Louis, Missouri

Wanda Dietrich, Director
Kathy Johnson, Social Worker

South Side Day Care (Cochran Branch)
St. Louis, Missouri

Francine Griffin, Head Teacher

Day Nursery Association
Binghamton, New York

Betty Kliewer
Patricia Brook, Clinton Street
Jan Grivas, Stuyvesant Street

OPTIONS FOR INDIVIDUAL ACTIVITIES

Participation	Value	
		1. Study materials on responsive care. Ask questions about portions you don't understand or which are discrepant from your own views and previous experience. 2. Observe in the program setting. a. Look at space arrangements, equipment locations b. Look for variety in children's activities c. Follow the activities of several individual children, one at a time, for extended periods d. Look for variety in teaching styles e. Look for presence of responsive teaching--or missed opportunities f. Look for things that are different than in your own setting. Jot down questions you have to raise later with some of SUECEC staff 3. Discuss your problems/concerns which are unique to your situations with a Syracuse staff member or a fellow participant. 4. Read, study materials in SUECEC library. 5. Participate in center. Get to know teachers' roles and assignments by working with them. 6. Invite others to sit and brainstorm with you about an issue of concern. 7. Find a quiet corner (just try!) and devise some plans and strategies. 8. Write out your responses to the task sheets.